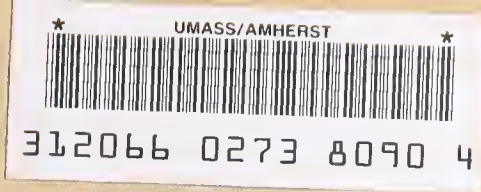


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264

CHAPTER 766

TEAM MEMBER'S HANDBOOK

GOVERNMENT DOCUMENTS
COLLECTION

MAR 14 1980

University of Massachusetts
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PROOGRAM AUDIT



**COMMONWEALTH OF MASSACHUSETTS
DEPARTMENT OF EDUCATION
DIVISION OF SPECIAL EDUCATION**

794/264

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Publication #11014, approved by Alfred C. Holland, *State Purchasing Agent*

September 1979

C O N T E N T S

Letter from Associate Commissioner

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The Commonwealth of Massachusetts

Department of Education

31 St. James Avenue. Boston, Massachusetts 02116

Dear Team Member:

Welcome to the Chapter 766 Program Audit Team. We appreciate your willingness to share your time and expertise with the Division of Special Education in this effort. We expect that the experience will be both interesting and professionally rewarding for you, as well as providing the Department with a quality Program Audit.

The Audit Team Chairperson from the Division of Special Education, along with other Division staff people, will handle all of the administrative details of the audit, including: questionnaire distribution and compilation, individual case studies, preparation of information for the team, scheduling the on-site visits, assigning members to subcommittees, and serving as Chairperson for all sessions of the full audit team. These people will be your prime resource for information prior to and during the on-site visit. Please feel free to contact them with any questions. The Division staff will conduct an orientation session for the Program Audit Team shortly.

At the orientation session you will receive background information on the school system you are auditing. You will also be thoroughly briefed on the audit process itself. Much of the information is contained in the Team Member's Handbook itself, and a reading of it prior to the session would prove most helpful to you. By the end of the orientation session you should have a good understanding of your role and responsibilities on the Audit Team. There is a lot of information given at the orientation session. Please be sure to ask for clarification of anything that is unclear to you.

During the on-site visit, you will have a very tight schedule of interviews and school visitations. You will visit programs, interview school people or parents, and collect data to serve as the basis for the final report. School hours will be used for interviewing, after school hours for writing reports. It is essential that you be available throughout the process, including all scheduled writing sessions.

Although the Chapter 766 Program Audit is a complex process and very demanding for both team members and staff, we believe it is an effective method of monitoring special education programs on the local level. We hope that you will see your participation on the Team as a growth experience and that you will return to your own school system with new insights.

Sincerely,

A handwritten signature in dark ink, appearing to read "Roger W. Brown".

Roger W. Brown
Associate Commissioner

RWB/efm

MASSACHUSETTS COMPREHENSIVE MONITORING SYSTEM FOR CHAPTER 766/P.L. 94-142

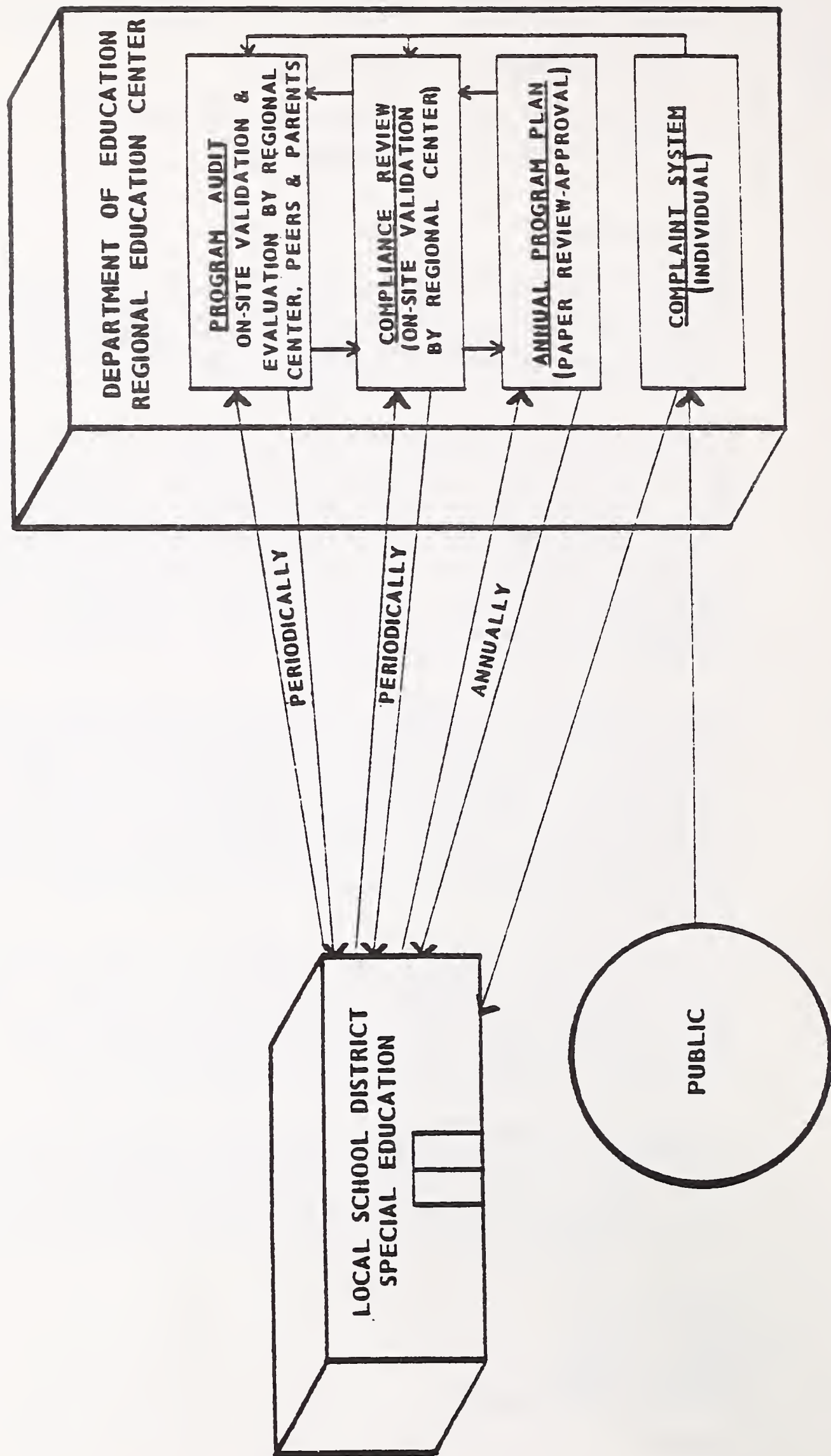


FIGURE 1

INTRODUCTION

The advent of Chapter 766 in September 1974 required the Division of Special Education to develop a system of monitoring its implementation.

To meet this challenge, the Division formed a committee of representatives from each Regional Education Center and the Central Office. This group collectively developed the original audit process and instruments. Then, with the cooperation of other Division staff, they spent a year field testing it in twenty-two volunteer school districts throughout the State.

This edition represents the fifth revision which incorporates the revised Regulations and P.L. 94-142. It reflects the experience and input of many people including the school systems, team members and Division personnel who were participants in the Program Audits conducted to date since the first audit was done in December 1975.

The Program Audit is now part of a more comprehensive monitoring system developed by the Division (see Figure 1).

The process and timelines of the Program Audit are explained in the overview which follows.

The hope and the intention of the Division is that the process will be a useful and productive one for all concerned, particularly the children in Massachusetts.

MASSACHUSETTS COMPREHENSIVE MONITORING SYSTEM FOR CHAPTER 766/P.L. 94-142

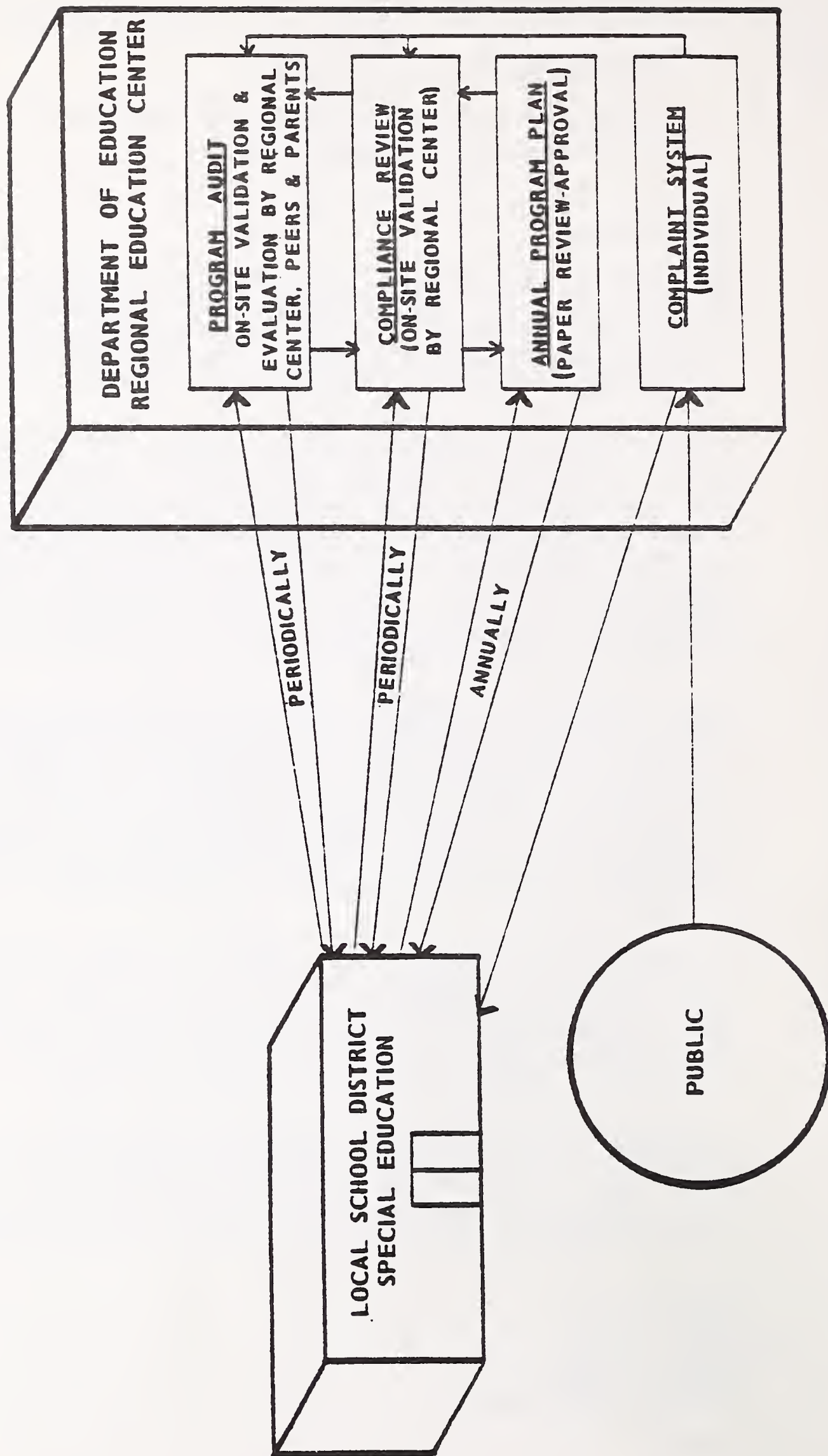


FIGURE 1

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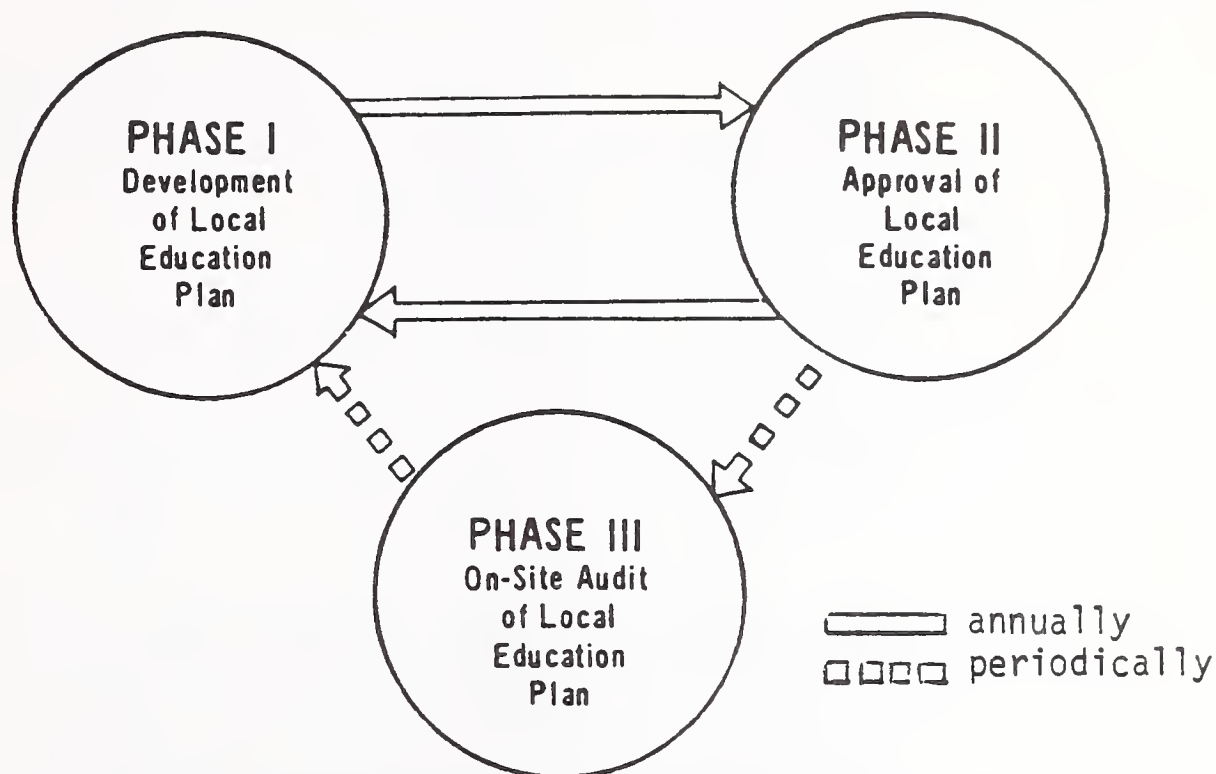
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OVERVIEW

The Chapter 766 Program Audit, as part of a comprehensive system for state-wide evaluation of special education programs, has three phases:



PHASE I Every year each school system in the Commonwealth must develop and submit to the Regional Education Center, a district-wide plan for providing special education services for their students.

PHASE II The educational plan is reviewed by the Regional Education Center and either approved or returned for clarification or changes.

PHASE III Periodically, each school system is visited by an Audit Team to conduct an on-site evaluation of the education plan in action. This process, known as the Chapter 766 Program Audit, has three major goals:

- To monitor the implementation of Chapter 766
- To promote and assist with the development of quality special education programs
- To provide the Department with necessary data for regional and statewide planning of special education programs

To achieve the above goals, the audit process evaluates nine areas which have been identified as essential to a total special education program:

<u>Area</u>	<u>Overall Goal</u>
CHILD IDENTIFICATION	Determine the scope and effectiveness of communication with the public concerning Chapter 766, and whether required screening procedures and follow-up are provided for pre-school and kindergarten children.
TEAM EVALUATION	Determine the structure and effectiveness of the process for referral and evaluation of students in need of special services.
SERVICES	Determine whether services required by students are being provided in accordance with the intent of Chapter 766 and its regulations.
FACILITIES	Determine whether the facilities used for delivering special services are appropriate.
TRANSPORTATION	Determine whether appropriate transportation is provided for students with special needs.
PERSONNEL AND PERSONNEL DEVELOPMENT	Determine the qualifications, supervision and professional development of the special education staff.
FINANCE	Determine adequacy and appropriateness of special education funding and budgetary processes.

The process of looking at these areas has five major components:

1. INDIVIDUAL CASE STUDIES

Staff from the Division of Special Education examine a sampling of individual student cases to assess the procedures used in evaluating the students, developing the education plan, delivering the services and monitoring the process.

2. SELF-EVALUATION QUESTIONNAIRES

Questionnaires are distributed to a variety of regular and special education teaching and administrative staff, parents and school committee members to gather preliminary data on the nine areas. The data are then summarized for use by the team. During this time, or earlier, the school system may wish to conduct a self-evaluation using the audit criteria.

3. ON-SITE VISIT BY TEAM

The visiting team consists of: Team Leader (Division of Special Education); Special Education Administrator; Regular Education Administrator; Parent; Special Education Teacher; Regular Education Teacher; Other Specialists as needed.

Team members review the information in the local education plan and in the questionnaires. They interview as many staff members, parents and school officials as possible during the visit which lasts about three days, more or less, depending on the size of the school district.

After the interviews, the team meets to discuss the data and, collectively, identify commendable programs or practices, problem areas and any non-compliance issues with accompanying recommendations for change for each of the nine areas.

4. FINAL REPORT

After the on-site visit, a preliminary written report is submitted to the school system. They review the report and respond to any factual inaccuracies.

The Final Report is then completed and sent to the School Committee, the Superintendent and the Administrator of Special Education. It is now public information.

This Final Report becomes the working document for follow-up assistance between the school system and the Regional Education Center.

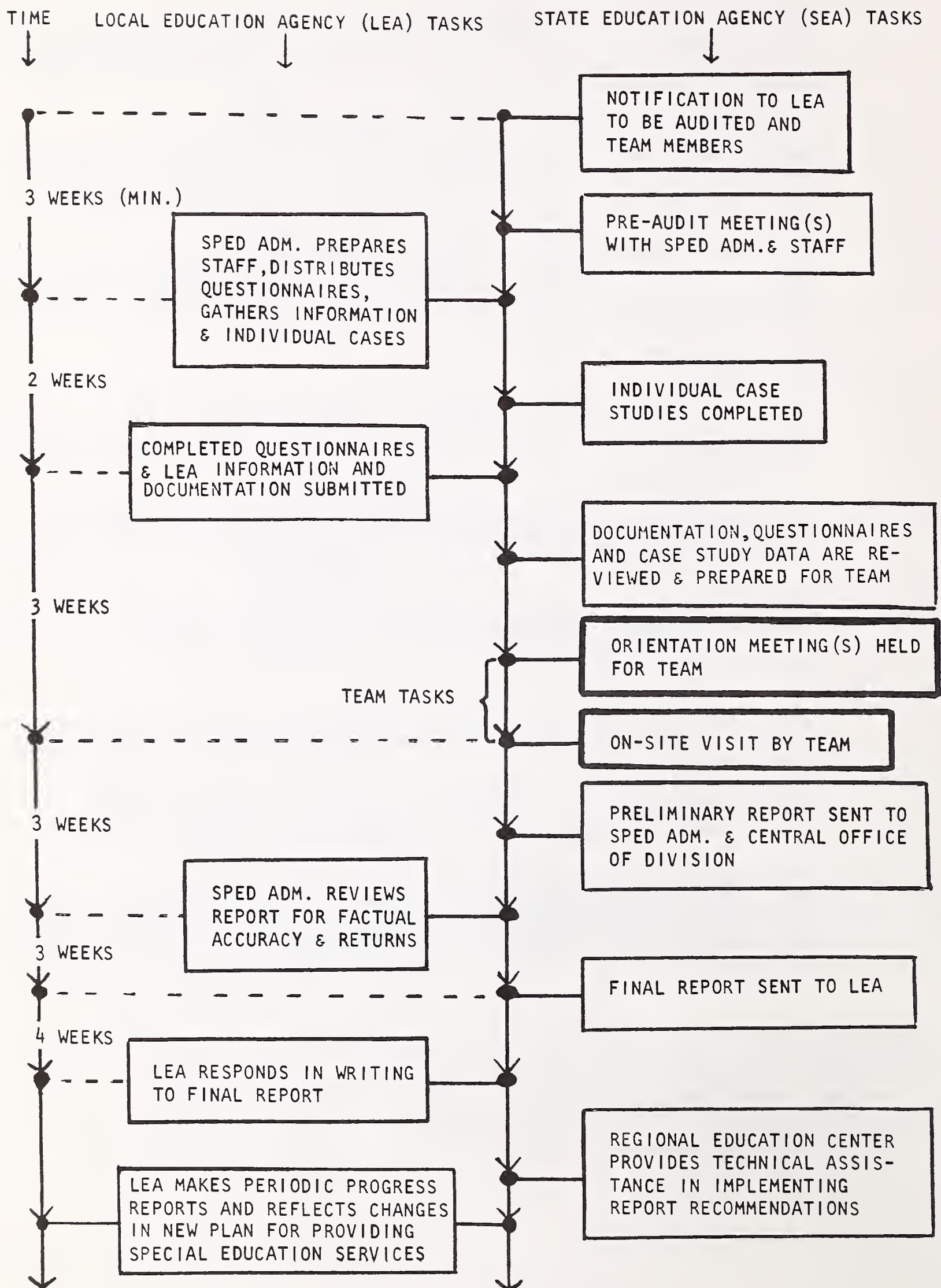
5. FOLLOW-UP ASSISTANCE

Any problem areas or non-compliance issues noted in the report require remedial action. Time lines for correction are included in the recommendations.

The School Committee is required to respond in writing to the report, with a specific action plan for each identified issue.

The Division of Special Education, through the Regional Education Center, works closely with the school system to provide technical assistance in meeting those recommendations. These changes in turn, become part of the new local education plan (Phase 1) and the process comes full cycle.

PROGRAM AUDIT TIME LINE



CRITERIA FOR EVALUATING PROGRAMS

The Program Audit procedure for evaluating local school district implementation of special education laws Chapter 766 and P.L. 94-142 utilizes two different types of criteria:

Compliance Criteria - which are specifically required by the regulations

Quality Criteria - which are not specifically required by the regulations but represent practices which audit teams have found common to quality programs and are often lacking in systems experiencing difficulties in meeting the requirements of the law

Their use is intended to assist school systems in identifying those practices which are facilitating or interfering with effective implementation of the law and quality services to children. They may appear in the report as a commendation or a problem area with recommendations.

Other criteria may be added as appropriate to individual school systems, as we continue to refine our monitoring and assistance efforts, and as state and federal laws change.

IMPORTANT NOTE:

Local school districts must be aware of Section 6 of Chapter 71B which requires that students be assigned to special education programs only on the basis of "compelling education interest...". The pertinent section reads:

"Within any school district if in any special education program there is a pattern of assignment throughout the district on the basis of sex, national origin, economic status, race, or religion of the students which is substantially disproportionate from the distribution, the department shall notify such school district of its prima facie denial of equal educational opportunities. The department shall hold public hearings to investigate into such prima facie denial, at which hearings the local school district must show that such disproportion is necessary to promote a compelling education interest of the children affected and of the commonwealth."

The seventy-four criteria listed in this document outline the main requirements of Chapter 766/P.L. 94-142. The Regulations from which these criteria are abstracted are designed to protect the rights of all children and are based in sound professional practice. Criteria which have particular significance for protecting the rights of bilingual and minority children are listed in the Appendix along with a statement of what is either directly required by or implicit in the Regulations.

For further information regarding any of these issues contact your Regional Education Center.

CHILD IDENTIFICATION

Overall Goal: Determine the adequacy of communication with the public concerning Chapter 766, whether required screening procedures and follow-up are provided for preschool and kindergarten children, proper pre-referral procedures followed and register maintained.

COMPLIANCE CRITERIA

<u>Child Search:</u>	1.	A plan to make continuous and systematic effort to identify children <u>out of school</u> in need of special education has been developed and implemented.	303.0
Plan			
Periodic Screening	2.	Periodic screening for all <u>in-school</u> students is conducted to determine the need for special education, at least for those assessments required by the Department of Public Health	308.0
<u>Public</u> <u>Communication</u>	3a.	Annual or more frequent community wide communication is provided to all parents describing special education programs available, emphasizing those for 3&4 year olds and 16-21 year olds	304.6
	b.	Ongoing public information articles and programs in local media are provided, including announcements of times, dates, and places of free orientation workshops and screening	304.5
<u>Outreach to</u> <u>16-21 Year</u> <u>Olds</u>	4.	School committee advises all students 16-21 years who have left or are about to leave school of their rights under Chapter 766 and all program options available to them and documents these efforts	207.0
<u>Liaison with</u> <u>Other Agencies</u>	5.	There is annual or more frequent direct inquiry of and continuous liaison with other public and private schools, agencies, organizations, professional persons, and appropriate Departments within the Executive Office of Human Services which serve children with special needs to reach children with potential need of special education services.	304.7 304.8
<u>Three & Four</u> <u>Year Olds:</u>	6a.	Screening program for children ages three & four is conducted annually	306.0
Screening	b.	Screening is comparable in content to the Kindergarten entry screening, and is adapted to be appropriate for children of ages <u>three and four</u>	306.2

CHILD IDENTIFICATION (CONT.)

Registra- tion	7.	Annual registration (optional for parents) is provided for all children ages three & four at which time parents are given information on orientation sessions and screening for their children and asked to submit any relevant information	304.1
Workshops	8.	Annual or more frequent orientation workshops for parents of children of ages three & four are held	304.2
Qualified Personnel	9.	Personnel conducting screening are qualified by credentials and/or experience with three & four year old students to do the specific screening being performed, including adapted physical education	305.0
Results	10a.	Results of preschool screening are shared with parents, and appropriate personnel are available on request to discuss results with parents	
	b.	When results indicate reasonable likelihood that the child has need of special services, they are discussed fully with parents and current or prospective teacher	307.0
<u>Kindergarten Screening Held</u>	11.	Kindergarten screening is conducted annually by no later than October 31st	306.0
Qualified Personnel	12.	Personnel conducting screening are qualified by credentials and/or experience with Kindergarten age students to do the specific screening being performed, including adapted physical education	305.0
Required Areas	13.	Screening instrument is used which includes all required areas: a. developmental history b. medical c. vision d. hearing e. visual - auditory-motor functioning (separately and in integration) f. speech and language functioning in child's primary language	306.1
Results Shared	14a.	Results of kindergarten screening are shared with parents, and appropriate personnel are available on request to discuss results with parents	
	b.	When results indicate reasonable likelihood that the child has need of special services, they are discussed fully with parents and current or prospective teacher	307.0

CHILD IDENTIFICATION (CONT.)

<u>Pre-referral</u>	15.	All efforts are made to modify child's regular education programs prior to referral for TEAM evaluation and these efforts and documented in child's folder	314.0
Efforts to Modify Reg. Program			
Consideration for Referral	16.	Children are referred to designated person for determination of whether referral for TEAM evaluation should be made within five days of the occurrence of any of the following:	
		Principal: a. failing in two or more nonelective subjects b. fails to be promoted c. suspended for more than five days in any quarter d. absent without medical excuse over fifteen days in quarter e. planning to leave school without diploma	
		Nurse: f. demonstrates substantial negative change within two weeks after illness	315.0
Register	17.	Complete current register of children receiving special education services is maintained with all required information	
		300.1 Name of child .2 Address and telephone number .3 Date of birth .4 Full name of parent .5 Date referral received .6 Date(s) of TEAM meetings and reviews .7 Date of acceptance/rejection .8 Beginning date of special education .9 Current prototype .10 Name of school or place of services	300.0

QUALITY CRITERIA

<u>Public Participation</u>	1.	Public participation is encouraged through a community advisory committee or other organized group for special education	
<u>Screenings</u>	2.	Children who enter school after the date of annual screenings are individually screened in all areas, not just vision and hearing	
Late Entrants			
Staff Input-Instrument	3.	Preschool and kindergarten staff are involved in selection or development of screening instrument	
Process	4.	Preschool and kindergarten staff are trained in use of the kindergarten screening instrument if they participate in the screening process	

CHILD IDENTIFICATION (CONT.)

Referral Standards

- 5a. Written standards for referral have been established and are in use especially for pre-school and kindergarten students to assist in implementation of Regulation #307.0
- b. Standards include additional criteria for limited English speaking students

TEAM EVALUATION

Overall Goal: Determine the structure and effectiveness of the process for referral and evaluation of students in need of special education services including confidentiality and procedural safeguards

COMPLIANCE CRITERIA

<u>TEAM</u>			
<u>Composition</u>	18.	For each full evaluation, the following persons meet to write the IEP:	
Full Evaluation		a. Chairperson b. Registered nurse or social worker or guidance or adjustment counselor c. Certified psychologist d. Licensed physician or designee e. Current teacher and referring teacher if not the same f. Administrator g. Parent of child h. Receiving teacher when known i. Consulting or assisting teacher if any/when known j. Outside professional, at parents request and expense k. Approved vocational educator if appropriate l. Child 14-21 years, at his/her request m. Early Childhood specialist for 3 or 4 year olds n. Other professional working with child o. Other specialists with parents consent p. At least one teacher or specialist with knowledge in the area of suspected disability 121a.532(e)	311.0 312.0
Interme- diate Evaluation	19.	For each intermediate evaluation the following persons meet to write the IEP: a. All persons who have conducted assessments b. Current teacher and referring teacher if not the same c. Parent of child d. Receiving teacher when known e. Consulting or assisting teacher if any f. Approved vocational educator if appropriate g. Child 14-21 years at his/her request h. At least one teacher or specialist with knowledge in the area of suspected disability 121a.532(e)	311.0

TEAM EVALUATION (CONT.)

<u>Required Assessments</u>	20.	All required assessments for a full TEAM evaluation are done no more than six months prior to TEAM meeting:	
		a. educational history (administrator)	
		b. educational assessment (teacher)	
		c. health assessment	
		d. psychological assessment	
		e. family history	
		f. specialist assessments as needed	321.0
<u>Non-Discriminatory Assessment</u>	21a.	The results of tests are not used exclusively or principally as basis for any conclusion regarding a child	
	b.	Tests used are as free as possible from cultural and linguistic bias	
	c.	Tests are administered and interpreted only by qualified persons	213.0
<u>Assessments Summarized</u>	22.	Each assessment is summarized in writing and includes the following:	
		a. procedures employed	
		b. results and diagnostic impression	
		c. define child's needs in detailed and educationally relevant terms	
		d. explicit recommendations for meeting needs of of child	
		e. date for progress review if indicated prior to annual review	
		f. criteria for determining the effectiveness of child's program	321.7
<u>TEAM Meeting 30 SWD's</u>	23.	Within thirty school working days after receipt of parent's written consent the TEAM evaluation meeting is held	319.0
<u>IEP</u>	24.	The TEAM meets to write the portion of the child's IEP for which it is responsible which consists of the following statements:	
<u>Required Elements</u>		a. child's performance level	
		b. physical constraints (student profile)	
		c. learning style	
		d. prioritized general objectives	
		e. specific measurable objectives	
		f. methodology and teaching approach	
		g. type and amount of services	
		h. duration and frequency of service	
		i. parent-child instruction (3&4 year old)	
		j. physical education services	
		k. specialized materials and equipment	

TEAM EVALUATION (CONT.)

24. cont.

- l. whether individual, small groups or class
- m. daily duration of program
- n. number of days per year
- o. transportation needs
- p. criteria for movement to less restrictive prototype

The Special Education Administrator completes the IEP by stating:

- q. prototype and specific program (least restrictive possible)
- r. personnel
- s. location
- t. whether regular or special education
- u. schedule of services
- v. starting date for each service
- w. methods and criteria to monitor progress
- x. activities for integration (502.4)
- y. support services to teacher

322.0

Procedural Safeguards

25.

Parent is notified in writing within five days that child has been referred for a TEAM evaluation and the letter includes all information required by Regulation 317.0 including:

Parent
Notified
with
Required
Information

- a. referral has been made and by whom
- b. description of assessments
- c. whether full or intermediate evaluation and parent's right to a full evaluation
- d. no evaluation or program without parent's written consent
- e. starting date and right to a pre-evaluation conference
- f. parents and child over fourteen years right to participate in all TEAM meetings and bring person of their choice at own expense at time and place mutually convenient
- g. evaluation and recommendation will be completed no later than thirty school working days after receipt of parent's written consent
- h. right to an independent evaluation
- i. written explanation of results and copy of IEP within ten days of completion
- j. parents may inspect all relevant papers
- k. all of the above is mailed to student eighteen years or older

317.0

Parent's Consent

26.

Parent's written consent is obtained before start of evaluation and/or placement in program or before any modification is made in existing IEP

337.2

27.

Parent's written consent is obtained before administering an intermediate evaluation

319.1(c)

TEAM EVALUATION (CONT.)

<u>Translator Provided</u>	28a.	When primary language of the parent or student is other than English, a translator is available who is oriented to the procedures and objectives of the screening or evaluation	
<u>Notices To Parents</u>	b.	Notices to parents of students in need of special services regarding their rights and Chapter 766 procedures are clear, simple, and written in the primary language of the ome	203.0
<u>Students 14 - 21 Invited</u>	29.	Students 14-21 years are notified of their right to attend and participate in their TEAM evaluation and a written record of this with their response is on file	311.12
<u>Effort To Involve Parent</u>	30.	When parents fail to participate, every effort is made to contact parent and a record of same is kept	210.0
<u>IEP To Parent With Required Information</u>	31.	Individualized educational plans (IEPs) are submitted to parents for approval within ten school working days after completion by TEAM and Special Education Administrator, along with all information required in Regulation 324.0: a. two copies of plan or statement of no special needs b. right to meet within thirty days c. availability of all relevant papers for inspection d. right to an independent evaluation e. statement of options available to parent with self-addressed envelope f. explanation of appeals process g. statement that failure to respond within thirty days may result in further school committee action	324.00
<u>Notice to SPED Appeals</u>	32.	If parent rejects IEP, notice is sent to Bureau of Special Education Appeals within five days	400.1
<u>Surrogate Parent</u>	33.	Thorough procedures have been developed and implemented to identify children in need of surrogate parents, and if found, Regional Office is notified in writing where child is located including all information required by Regulation 211.0	211.0
<u>Annual Reviews Conducted</u>	34a.	Reviews are conducted annually and a new IEP is developed <u>or</u> re-evaluation recommended with written summary of review meeting sent to parent	
Parents Invited	b.	Parents are sent written invitation to attend review meeting at least ten days prior to review	
TEAM as Required	c.	Review TEAM members are as required: Administrator of Special Education; Parents; Major service providers	335.0 333.0

TEAM EVALUATION (CONT.)

<u>Re-Evaluations</u>	35.	Re-evaluations are conducted with parental consent when recommended and no less than every three years for each child in a special education program	334.0
<u>Outside Placements Approved By RRB</u>	36a.	All day and residential placements are approved by the Regional Center in consultation with Regional Review Board	504.2
	b.	Regional Center is notified of all home and hospital placements	502.7
<u>Confidentiality</u>	37a.	School district has established policies and procedures concerning confidentiality and access to student records in accordance with the Student Record Regulations including the following: <ul style="list-style-type: none"> - privacy and security of student records (5.0) - destruction of student records (6.0) - access to student records (7.0) - amending the student record (8.0) - appeals process (9.0) - notification required (10.0) 	501.11(g)
	b.	School district has conducted training of all persons collecting and using personally identifiable information	501.13
<u>Vocational Technical Schools ONLY</u>	38a.	Whenever a child in a vocational technical school requires an evaluation that may result in a day or residential placement, the Special Education Administrator notifies and requests participation of appropriate personnel from child's local school district	
	b.	Whenever a child in a local school district in need of special education may be placed in a vocational program, the vocational program or school provides appropriate team members to assist in writing the IEP	339.1 339.2

QUALITY CRITERIA

<u>Referral and Evaluation Procedures</u>	1.	Clearly defined written referral and TEAM Evaluation procedures have been developed & communicated to regular and special education staff
<u>TEAM Meeting Process</u>	2.	TEAM Chairperson(s) elicit & utilize input of all members, including parents (and students when present during the TEAM meeting) to ensure the development of an appropriate IEP

SERVICES

Overall Goal: Determine whether services needed by students are provided in accordance with the intent and requirements of Chapter 766 and its Regulations

COMPLIANCE CRITERIA

<u>Annual Program Plan</u>	39a.	Annual program plan is submitted by required date and contains all required information	501.0
<u>Public Participation</u>	b.	The school committee makes provision for participation of and consultation with parents of special needs students and the general public before adopting their annual program plan	121a.226 121a.234 121a.280 - 284
	c.	School committee makes available to parents and general public their annual program plan and related documents e.g. in house evaluation reports, Department of Education monitoring reports, etc. as stated in annual program plan	501.10
<u>Full Range of Prototypes</u>	40.	The school committee provides the full range of prototype programs for all identified special needs students in the local school district whose IEPs require them	
	502.1	regular education program with modification	
	.2	regular education with no more than 25% time out	
	.3	regular education with no more than 60% time out	
	.4	substantially separate program	
	.4(i)	substantially separate program in other than a public school regular education facility	
	.5	day school program	
	.6	residential school program	
	.7(a)	type A home or hospital program	
	.7(b)	type B home or hospital program	
	.8(a)	home based program for 3 and 4 year olds	
	.8(b)	integrated center-based programs for 3 and 4 year olds	
	.8(c)	separate center-based programs for 3 and 4 year olds	
	.9	diagnostic program	
	.11	programs for children between the ages of 16 and 21	502.0

SERVICES (CONT.)

Related Services

41. School committee provides or arranges to have provided for all prototypes all education and treatment services required to assist a child to benefit from special education including:
- a. vocational education programs
 - b. teaching services (special education)
 - c. nursing services
 - d. peripatology
 - e. occupational therapy
 - f. physical therapy
 - g. speech and language services
 - h. social and psychological services
 - i. physician services (prescribing or referring)
 - j. parent-child instruction
 - k. other services through Office of Human Services 503.0

Start of Services

42. Students are placed in special education programs immediately after parent acceptance of IEP and, where applicable, the decision of Bureau of Special Education Appeals, SAC, or Superior Court 330.1
409.0

IEP Copies

43. A copy of the accepted IEP goes to each person directly responsible for the objectives specified in the IEP 330.2

IEP Implem. Services

44. The school committee provides all the services called for in students' IEPs 500.0

Materials & Equipment

45. All specialized materials and equipment specified in IEPs are provided 507.0

Support Services to Teachers

- 46a. Support services and/or training to assist the regular or special education teacher in carrying out a student's IEP are provided as specified in IEP 502.1(b)
502.2
502.3
- b. The school committee insures that hearing aids worn by deaf and hard of hearing students in school are functioning properly 502.10(d)

Participation in Reg. Ed. Programs

47. Children in need of special education have equal opportunity to participate in programs, services, and activities available to children in regular education 502.10(e)

Physical Education

48. Each child in need of special education services receives physical education services, specially designed if necessary 502.10(f)

Integration with Reg. Education

49. Students in substantially separate class are temporarily integrated with regular education program in accordance with recommendations of the TEAM 322.4(e)
502.4(e)

Alternative Programs

50. Alternative programs are designed for students 16-21 years of age when none of the program prototypes are suitable and approval obtained from Regional Center 502.11(b)

SERVICES (CONT.)

502.4(i) Programs	51.	All substantially separate programs outside public school are included in annual program plan and approved by Regional Center	502.4(i)
<u>Class Size</u>	52.	The number of children in any one instruction group does not exceed the following: 8 children for each teacher 12 children for each teacher with one aide 16 children for each teacher with two aides (502.2 and 502.3 only) Programs for 3 & 4 year olds: Integrated: 15 children with teacher and aide Sub-separate: 6 children with teacher 9 children with teacher and aide	502.2(b) 502.8
<u>Age Range</u>	53.	Age range of students in substantially separate classes does not exceed thirty-six months without a current waiver from the Regional Center	502.4(c)
<u>Progress Reports</u> Sent Quarterly	54a.	Written progress reports are sent to parents, TEAM Chairperson and administrator of school where child's program is provided at least quarterly by liaison person who monitors child's progress	337.1
Describe Progress	b.	Progress reports state goals set by the TEAM in the IEP and specifically describe in behavioral terms the progress student has made toward achieving those goals	505.3
Kept on file	c.	Progress reports and review summary if child is re-evaluated are filed in each student's folder	506.3
<u>Transition To Another Agency</u>	55.	At least one year prior to a special needs student's graduation or twenty-second birthday, Special Education Administrator notifies the appropriate Human Service Agency when student may require continuing special services	338.0
<u>Parent Involvement in Child's Program</u>	56.	Every effort is made to elicit interest and encourage participation of child's parents (and students fourteen and older) to greatest degree possible in the child's special education program including: a. parent consultation b. quarterly meetings with teachers c. quarterly written progress reports d. meeting with principal and special education administrator within five days on parent request e. parent permission before evaluation or placement	505.0

SERVICES (CONT.)

<u>Annual Pro-</u> <u>gram Evaluation</u> <u>by School Dis-</u> <u>trict</u>	57.	At least once each year the success of each special education program in helping students achieve the goals of their IEPs is evaluated using the methods described in the school district annual program plan	506.0
<u>Vocational</u> <u>Technical</u> <u>Schools</u> <u>ONLY</u>	58.	School committee of regional vocational technical school district has developed programs for prototypes 502.1 through 502.4 and provides assistance to school committees within its region with planning for special needs students who will require vocational education services later in their school careers	339.4

QUALITY CRITERIA

<u>Communications</u> <u>Among Staff</u>	1.	Regularly scheduled time is provided for communication between: a. All regular and special education staff working with the same child to coordinate program and share materials and ideas b. Special Education Administrator and special education staff and principals	
<u>Program Coordi-</u> <u>nation During</u> <u>Transition</u>	2.	There is communication between sending and receiving schools to ensure continuity of special education services as student moves from preschool to elementary, elementary to middle/junior high, and middle/junior to high school	
<u>Involvement/</u> <u>Support of</u> <u>Principals</u>	3.	Principals or assistant principals provide ongoing support to special education programs in their building	
<u>Reg. Ed.</u> <u>Alternative</u> <u>Programs</u>	4.	The regular curriculum in a comprehensive high school offers alternative programs to meet the diverse needs of secondary students who might otherwise drop out or require services under Chapter 766	
<u>Caseload</u>	5.	Caseload of students assigned to teachers and specialists is neither under nor over the number they can effectively serve * (For speech clinicians, the state guidelines is fifty students per clinician; and for vision specialists, twenty students per teacher)	

* (Recommendations for Educational Services to Children with Special Needs - Language, Hearing, Speech and Vision - Publication #8064)

FACILITIES

Overall Goal: Determine whether the facilities used for delivering special education services are appropriate

COMPLIANCE CRITERIA

<u>Comparability</u> <u>with Reg. Ed.</u>	59.	Special Education instructional areas are at least equal to those for regular education	508.1
<u>Integration</u> <u>with Reg.</u> <u>Education</u>	60.	Special Education instructional areas are placed in areas which facilitate integration with regular education students and minimize stigmatization	508.2
<u>Accessibility</u>	61.	Children with limited mobility have barrier free access to those areas of school buildings necessary for carrying out their IEPs	508.3

QUALITY CRITERIA

<u>Physical</u> <u>Conditions</u>	1.	Special education instructional areas: <ul style="list-style-type: none">a. are well maintainedb. are free of auditory and visual distractionsc. have proper acoustical materials to control room noise especially for speech/language and hearing impaired students e.g. carpeting on floor, acoustical tilesd. have adequate space (approximately 25-30 square feet/student for academic instruction)e. have proper light and light controlf. are free of potential hazards e.g. open fuse box, broken windows, etc.g. have at least two egresses when 10 or more students are in room at one time (Article 4 State Building Code)h. have visually cued fire alarm in any classroom with totally deaf childreni. have adequate climate control
<u>Assigned</u> <u>Space</u>	2.	Rooms provided for itinerant and permanently assigned special education staff are regularly available for their use
<u>Assigned</u> <u>Storage</u>	3.	Adequate and secure storage space for special education materials, equipment and records is provided
<u>Provision</u> <u>for Privacy</u>	4.	Private conference space is available for staff, parents, and students
<u>Maintenance of</u> <u>Equipment</u>	5.	There is a planned program for the maintenance of all special education equipment such as audio feedback systems, etc.

TRANSPORTATION

Overall Goal: Determine whether appropriate transportation is provided for students with special needs

COMPLIANCE CRITERIA

<u>Provision</u>	62.	Transportation for special education students is provided:	
	a.	According to recommendations of TEAM including all necessary modifications, equipment and precautions which must be taken	322.1(m) 900.0 902.3 905.1
	b.	To enable them to participate in extra-curricula activities	502.10(e)
<u>Travel Time</u>	63.	No child is transported for more than one hour each way without written request by TEAM and with the approval of Regional Center	905.2 502.5(a)(iv)
<u>Driver Training</u>	64.	In-service training for all drivers is provided prior to operating vehicles to acquaint them with the needs of the children and equip them to meet those needs	905.3 905.5
<u>Attendants</u>	65.	Attendants are assigned to any vehicles transporting children in need of special education when recommended by TEAM	905.4
<u>Inspections</u>	66.	Unannounced spotchecks and sufficient inspections of equipment for transporting children in need of special education are made	905.6
<u>Assistants</u>	67.	Someone is assigned to assist child in need of special education in and out of home, on and off the vehicle, and in and out of classroom when necessary as determined by TEAM	905.7
<u>Safety and Equipment Laws</u>	68.	All vehicles used in the transportation of children in need of special education comply with all applicable federal and state safety and equipment laws	905.8

QUALITY CRITERIA

<u>Bid Specs</u>	1.	There is a well-developed set of bid specifications
<u>Individual Responsible</u>	2.	There is a designated individual with responsibility for special needs transportation
<u>Confidentiality</u>	3.	Confidentiality of students is maintained in transportation contract by including only address, age, number of students, and description of any disabilities which may affect transportation

PERSONNEL AND PERSONNEL DEVELOPMENT

Overall Goal: Determine the qualifications, supervision, and professional development of the special education staff

COMPLIANCE CRITERIA

<u>Credentials</u>	69.	All special education staff employed or contracted for by the school committee hold appropriate certification, approvals, or current waivers for the services they perform or are under the direct supervision of such person	1005.0 502.10(c)
<u>Special Education Administrator Duties</u>	70a.	Special Education administrator has all duties involved in supervising the provision of all special education in the system, including those duties listed in Regulation 310.0	310.0
	b.	In school system with over 3,000 student population, special education administrator devotes full time to these duties	200.0
<u>In-Service Training</u>	71.	A comprehensive plan for providing special education in-service training to both regular and special education staff has been developed and implemented, which includes: a. procedures for assessing personnel & in-service training needs b. procedures & activities to be developed in consultation with personnel affected c. activities designed to develop & increase teacher skills and competencies re: the Regulations for Chapter 766 d. plan for training support personnel e. providing general information, i.e. comprehensive summary of current special education Regulations & applicable school policies f. training program for drivers g. training all persons re: confidentiality h. procedures for evaluating effectiveness of in-service training provided	501.11
<u>Incentives</u>	72.	Incentives are used which insure participation by teachers in the in-service training programs such as released time, payment for participation, options for academic credit, salary step credit, etc.	121a.382(e)(i)

QUALITY CRITERIA

<u>Supervision</u>	1.	All teaching & administrative staff receive on-going assistance and feedback from supervisors to help them improve their professional skills in regard to working with students with special needs
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PERSONNEL AND PERSONNEL DEVELOPMENT (CONT.)

- | | | |
|---------------------------------|----|---|
| <u>Orientation</u> | 2. | Thorough orientation on Chapter 766 procedures and programs is provided to all new staff at the start of employment or shortly thereafter |
| <u>Aide Training</u> | 3. | All aides who work with special needs students are trained for the duties they perform |
| <u>Administrative Structure</u> | 4. | Administrative structure has clearly defined, non-conflicting lines of authority which facilitate effective implementation of Chapter 766 |
| <u>Job Descriptions</u> | 5. | Job descriptions with clear statements of roles and responsibilities in regard to special education have been developed and communicated to all special and regular education staff, e.g. role in referral, on evaluation teams, delivery of services, etc. |

FINANCE

Overall Goal: Determine adequacy and appropriateness of special education funding and budgetary processes

COMPLIANCE CRITERIA

<u>Fiscal Support</u>	73.	School Committee has maintained effort in fiscal support of special education services	121a.230(a),(b) (i)
<u>No Cost to Parent</u>	74a.	School committee provides special education services at no cost to parent and does not require parents to use third party benefits or insurance coverage	
	b.	School committee does not delay delivery of services while investigating the possibility of third party coverage	201.5

QUALITY CRITERIA

<u>Budget</u>	1.	Separate budget line items for special education services are clearly identified within each function and object code	
<u>Monthly Balances</u>	2.	Running monthly or more frequent balances are made available to appropriate personnel regarding special education	
<u>Unanticipated Expenses</u>	3.	Procedure for obtaining funds for unanticipated expenses e.g. emergency private placement, transportation etc. has been developed	
<u>Federal Funds</u>	4.	Maximum effort is made to apply for Federal Funds available for special education services	
<u>Staff Input</u>	5.	Budget process incorporates input from line staff regarding special education services	
<u>Collaboratives</u>	6.	Collaborative(s) or other cooperative arrangements are utilized for cost effective service delivery	
<u>Third Party Payments</u>	7.	Third party payments for special education services are utilized whenever possible	
<u>Coordinated Accounting</u>	8.	Closely coordinated financial accounting & maintenance of state aid funds with municipal finance officers is maintained	
<u>Budget Development</u>	9.	Special education administrator has responsibility for development of special education budget	
<u>Budget Priorities</u>	10.	Special education administrator has input in determining priorities for special education budget	

TEAM MEMBER'S ROLE

Team members have responsibilities for data collection and report preparation. You will serve as a member and/or chairperson of one or more sub-committees and as a member of the full audit team.

Responsibilities prior to on-site visit:

- To review all advance materials
- To attend orientation session(s)

General on-site responsibilities:

- To visit programs as scheduled
- To interview school system staff (parent members will interview parents)
- To carefully record information from interviews and observations
- To attend all sessions during the on-site visit which run approximately from 8 a.m. to 9:30 p.m.

Sub-committee member responsibilities:

- Assist in the collection of information using prepared interview guides with any additional questions required
- Assure that all commendations, problem areas, and noncompliance issues are well documented and in writing
- Assist in the development of the sub-committee report

Sub-committee chairperson responsibilities:

- Clarify the input of sub-committee members
- Organize the information, assure documentation and draft the report
- Deliver the draft work to the Audit Team

Responsibilities to the Audit Team:

- Collect information on certain subject areas in addition to assigned sub-committee area as listed in the interview guide and the audit criteria
- Share all information with appropriate sub-committees
- Participate freely in discussions on all subject areas
- Follow up on specific issues as requested by other Team Members
- Take an active part in determining the content of the final report

While at first glance, this seems like an overwhelming task, you will find that it all falls into place as each team member carries out his/her assigned responsibilities which are carefully scheduled.

ON SITE VISIT

GENERAL PROTOCOL

During the on-site visit, you will be going to many different school buildings and interviewing a large number of people (approximately 8 - 10 per day). In order to make this as pleasant an experience as possible the following general protocol should be observed:

- Be prompt. Your schedule will be very tight, but it is important to follow it closely. School personnel will be expecting you, so try not to keep them waiting.
- Always check in with the building administrator. Introduce yourself as a member of the Program Audit Team and state who you will be interviewing.
- Interview a teacher in private. A principal or other supervisor should not be present.
- Check out of the building with a thank you to the building administrator or to whomever is on duty in the office.
- Try not to give advice or make judgements or comparisons while interviewing. Your major concerns are to ask questions and collect data. Some more specific suggestions on interviewing follow.

INTERVIEWING

To ensure that the necessary data related to the program audit criteria is collected, interview guides have been prepared. It is important that you ask these questions, which vary depending on the respondent's position in the school system. You may need to ask a few additional questions to follow-up on certain responses or issues raised in the questionnaires but keep track of your time. Most interviews should last approximately 20 - 30 minutes. Principals and special education teachers may take longer. Many people have a tendency to ask every question they can think of to every person they interview. This is unnecessary. The program audit is designed with multiple interviews and sources of information, so it is not so much what any one person provides that is critical, but rather the picture that emerges after interviewing a number of people.

Since you will be interviewing many people, (approximately 8 - 10 per day) please remember to take notes. The failure to take accurate notes during an interview inevitably leads to either lost or inaccurate information.

Finally, please keep in mind that you are there to obtain information and not to argue, discuss education philosophy, or compare school systems with the people you interview.

SOME SPECIFIC TECHNIQUES OF INTERVIEWING

Proper Techniques ("Do's")

Improper Techniques ("Don'ts")

I. Before the Interview

1. Have the proper form ready.
2. Have more than one writing instrument ready.
3. Have your name tag visible.

II. Beginning the Interview

- | | |
|---|--|
| <ol style="list-style-type: none">1. Introduce yourself, stating your name, position and the purpose and length of the interview.2. Use rapport remarks or questions while getting settled for interview. (e.g. "This is a lovely new/old/big/small school." etc.)3. State the way in which the information respondent contributes is to be used, assuring respondent that his/her replies will be kept confidential. | <ol style="list-style-type: none">1. Do not permit "outsiders" to be present during the interview. |
|---|--|

III. Asking Questions

A. Phrasing Questions

- | | |
|---|---|
| <ol style="list-style-type: none">1. Limit questions to a single idea.2. Keep questions brief.3. Specify exactly the time, place, and context which you want respondent to assume. (e.g. "inservice programs offered by your system this year" or "last year" rather than "inservice programs.")4. Specify either all the alternatives which respondent should have in mind when he answers or none of them. | <ol style="list-style-type: none">1. Do not use leading questions, i.e., do not state respondent's conclusion for him, use emotionally loaded words, or associate one of the alternatives with an extremely desirable goal.2. Do not use words with double meanings (e.g. "fair" may mean "equitable" or "not very good")3. Do not make unrealistic assumptions about the experience of respondent or about the amount of information he possesses. |
|---|---|

Proper Techniques ("Do's")

5. Use non-threatening phrases and words. (e.g. "Have you had a chance to...?" rather than "Have you...?")

Improper Techniques ("Don'ts")

4. Do not question validity of responses during interview.

B. Dealing with Sensitive Topics

1. Indicate that other people have conflicting opinions on that topic. (e.g. "Some people think core evaluations are too long. Others think they are too short to accomplish their purpose. What has been your experience?")
2. Use euphemisms (e.g. "methods of discipline" rather than "methods of punishment", "modify" rather than "revamp")
3. Enable respondent to voice praise before criticism. (e.g. "What do you like best about...?" should precede "What do you like least about...?")

C. Probing for Additional Information

1. Briefly assert understandings and interest. (e.g. "I see", "um-hm," etc.)
2. Pause
3. Use neutral, open-ended questions. (e.g. "Could you tell me more about it?" "Why do you feel that way?", etc.)

D. Coping with Digression

1. Lead respondent back to relevant material with questions that relate what respondent said to the topic in which interviewer is interested.
2. Shorten long personal anecdotes by anticipating their ending.
1. Do not interrupt directly or abruptly.

Proper Techniques ("Do's")

Improper Techniques ("Don'ts")

IV. Recording Interview Data

- | | |
|---|--|
| <ol style="list-style-type: none">1. Be sure to record the basic identifying information. (e.g. name, position, school, etc.)2. If notetaking appears to make respondent uncomfortable say, e.g.: "I hope you won't mind my taking some notes. I talk to a good many people during the day, and I take notes so I can refresh my memory later."3. Know the purpose of each question to ensure you record the import of each response (separate the "wheat" from the "chaff"). | <ol style="list-style-type: none">1. Do not move ahead to the next question without understanding and recording respondent's response. |
|---|--|

V. Interviewer's Demeanor

- | | |
|--|--|
| <ol style="list-style-type: none">1. Make it clear you take the interview seriously.2. Show interest in what respondent is saying.3. Maintain a manner of friendly acceptance. | <ol style="list-style-type: none">1. Do not be wooden or artificially formal.2. Do not reveal your own attitudes on the subject matter.3. Do not show direct approval or disapproval.4. Do not agree or say "I feel the same way myself". |
|--|--|

VI. Ending the Interview

1. Thank the respondent for his/her time and contribution.
2. Explain that Final Report of the findings of the Team will be available in about a month from their Special Education Administrator or the Regional Education Center.
3. Check out at office with a thank you.

References

1. Kahn, Robert I. and Charles I. Cannell. The dynamics of interviewing. New York: Wiley, 1957.
2. Maccoby, E.E. and Nathan Maccoby. The interview: a tool of social science, Pp. 449-487 in Gardner Lindzey (ed.) Handbook of social psychology. Vol 1 Cambridge: Addison-Wesley, 1954.

FINAL REPORT

COMMENDATIONS	SUBJECT AREA	PAGE ____ OF ____
THE MASSACHUSETTS DEPARTMENT OF EDUCATION VISITING TEAM COMMENDS FOR THE FOLLOWING PROGRAMS AND PRACTICES WHICH ARE EXEMPLARY OR HAVE BEEN IMPLEMENTED WELL.		

The Final Report is organized into the seven areas of the criteria which correspond to the subcommittees of the Audit Team. Each subcommittee writes a preliminary report which consists of three categories:

1. COMMENDATIONS - which may be Exemplary or Implemented Well and may:

- cite accomplishments over and above the requirements of the regulations (Exemplary)
- cite significant improvements in certain areas (Exemplary or Implemented Well)
- cite specific exemplary programs or practices developed within the school system which might serve as a model for others (Exemplary)
- cite effective implementation of required procedures (Implemented Well)

2. COMPLIANCE ISSUES

Which may be checked as "Implemented, Partially Implemented or Not Implemented" with details of findings to the right along with any recommendations or required corrective action. Timelines may be included where appropriate.

3. ADDITIONAL FINDINGS

Which may include problem areas or compliance issues not on Checklist. Problem areas may address the quality criteria or other issues specific to the school district

COMPLIANCE CRITERIA PERSONNEL AND PERSONNEL DEVELOPMENT		IMPLEMENTED	PARTIALLY IMPLEMENTED	NOT IMPLEMENTED	FINDINGS RECOMMENDATIONS REQUIRED CORRECTIVE ACTIONS	COMPLIANCE STATUS
71.	<u>PERSONNEL-In-Service Training</u>					
	A comprehensive plan for providing special education in-service training to both regular and special education staff has been developed and implemented, which includes: a. procedures for assessing personnel and in-service training needs b. procedures and activities to be developed in consultation with personnel affected c. activities designed to develop and increase teacher skills and competencies re: the regulations for Chapter 766 d. plan for training support personnel e. providing general information, i.e. comprehensive summary of current special education regulations and applicable school policies f. training program for drivers g. training all persons re: confidentiality h. procedures for evaluating effectiveness of in-service training provided 501.11					
72.	<u>Incentives</u>					
	Incentives are used which insure participation by teachers in the in-service training programs such as released time, payment for participation, options for academic credit, salary step credit, etc. 121a.3B(e)(1)					

ADDITIONAL FINDINGS	RECOMMENDATIONS REQUIRED CORRECTIVE ACTIONS	COMPLIANCE STATUS

DEVELOPING THE PRELIMINARY REPORT

While visiting schools and conducting interviews, each Team Member acts as a generalist gathering information in all areas of the Audit.

Sharing Information

At the end of each day's school visits, time is scheduled for Team Members to individually review their interview notes and write up the significant information gathered on the DATA SHARING FORMS

CHAPTER 766/P.L. 94-142 PROGRAM AUDIT LEA _____			DATA SHARING FORM		
TO: (Subcommittee) _____ FROM: _____					
Instructions: Use this form to share information gathered from interviews, questionnaires, case studies, documentation, and observations with appropriate subcommittees. Use a separate sheet for each subcommittee and each commendation and/or problem area.			CRITERIA CODE NO.		
FINDINGS: <input type="checkbox"/> COMMENDATION <input type="checkbox"/> PROBLEM OR NON-COMPLIANCE ISSUE		RECOMMENDATIONS/REQUIRED CORRECTIVE ACTIONS			
<p><u>SOURCE OF INFORMATION</u> (Check all that apply and note specifics)</p> <table style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <u>Interviews:</u> Name _____ Role _____ School _____ </td> <td style="width: 50%; vertical-align: top;"> <u>Observation:</u> <u>Written Documentation:</u> <u>Questionnaires:</u> <u>Individual Case Studies:</u> </td> </tr> </table>				<u>Interviews:</u> Name _____ Role _____ School _____	<u>Observation:</u> <u>Written Documentation:</u> <u>Questionnaires:</u> <u>Individual Case Studies:</u>
<u>Interviews:</u> Name _____ Role _____ School _____	<u>Observation:</u> <u>Written Documentation:</u> <u>Questionnaires:</u> <u>Individual Case Studies:</u>				

These forms are a means of getting information gathered by Team Members to the appropriate subcommittees and are important again later when the Team is gone and the Chairperson must explain the report in detail to the school officials.

They may also be used to transmit to the appropriate subcommittee information gathered from case studies, the documentation review, questionnaires, parent interviews, facilities inspection or any other pre-on-site activities.

Meeting with Subcommittees

Depending on the process and schedule used by the Audit Chairperson subcommittees may then meet to organize the Data Sharing Forms received to date, discuss the findings, identify key issues emerging and begin drafting their area report or may meet as an entire Team.

Reading Reports to Team

Whatever format is followed, subcommittees must be ready to read their area reports at the scheduled time established by the Chairperson to the entire Audit Team to determine what should or should not be included in the preliminary report. Changes may be made as new information is obtained from the next day's visits. On the last day of the on-site visit the report is completed and read for final consensus of the Team.

The Audit Chairperson will give Team Members further explanation and training in this process during the orientation meeting.

Guidelines for Writing the Report

The following guidelines should be used in writing the report:

1. Write all statements as complete sentences
2. Be concise but write enough to be clear about what you mean
3. Findings must be stated clearly and concisely whenever "Partially Implemented" or Not Implemented" is checked or when additional findings not listed in the seventy-four compliance criteria are to be included.

Be as specific as possible (without naming individuals) about the nature, extent and location of the problem area, compliance issue or commendation e.g. "Of those interviewed 5 out of 12 parents of children in 502.4 programs at the high school do not consistently receive written quarterly progress reports."

Required Corrective Action is a statement of what must be done e.g. "Develop and implement plan to ensure that all parents of students receiving special education are sent written quarterly progress reports". Required corrective action must be stated for any item checked "Partially or Not Implemented" and for each additional finding noted.

Recommendations are suggestions for how a problem might be addressed and should allow flexibility in solving the problem by suggesting a variety of options when possible, e.g. "The writing and sending of quarterly progress reports could be expedited by developing a standard form and procedure such as the one implemented at the middle school. Recommendations should not reflect personal prejudices or recommend hiring of additional staff unless there is no other way to address the problem. Recommendations do not have to be included for every item but are encouraged to make the report as helpful as possible to the school system.

4. Any problem area or issue of noncompliance must be supported by well documented evidence on Data Sharing Forms. The report should not:
 - reflect unsubstantiated statements of single individuals
 - cite single incidents unless of a serious nature
 - mention sensitive negotiating issues
 - conflict with commendations
5. Reports should not cite individuals by name (only title if absolutely necessary) and should not name commercially produced materials and equipment.
6. Any suspected noncompliance which is the responsibility of another Division of the Department of Education should be referred, in writing, to the appropriate Associate Commissioner or Bureau Director with a copy to the Superintendent of Schools and the Director of the Bureau of Program Audit and Assistance. To the extent that the problem interferes with delivery of special education services, it may be included in problem areas of the appropriate section.

APPENDIX

CRITERIA FOR MONITORING SPECIAL EDUCATION PROGRAMS IN SCHOOL DISTRICTS WITH CULTURAL AND/OR LINGUISTIC MINORITY CHILDREN

NOTE:

These criteria follow the seventy-four criteria utilized in conducting a Program Audit or a Compliance Review and attempt to make explicit how these Regulations apply to children from cultural and linguistic minorities. There is a blank after any criteria which is not specifically affected by this consideration.

REQUIREMENTS REGARDING CULTURAL AND LINGUISTIC MINORITIES

Compliance Criteria

Child Identification

1. Child Search materials are distributed in all major language groups in community

Intake procedures provide persons fluent in appropriate language
2. Interpreters are present for language groups being screened
3. Communications to public are in all major language groups in community

Articles and programs in media are in all major language groups in community
4. All written and oral information to 16 - 21 year olds is in dominant languages of students
5. Liaison with public and private agencies to locate children includes linguistic minority agencies with community representation
6. Screening of 3 & 4 year old limited English speaking children is held in their dominant language.
7. Interpreter(s) are available at registration for 3 & 4 year olds and information for parents is in their primary language
8. Orientation workshops for parents of 3 & 4 year olds are in primary language of parents or interpreters are present
9. Screening personnel are fluent in dominant language of student and parent
10. Results of screening are shared with parents in their dominant language
11. Kindergarten screening is conducted for limited English speaking children in their dominant language
12. Kindergarten screening personnel are fluent in dominant language of student and parent

When such persons are not available, efforts to locate qualified persons are documented and interpreter is provided
13. Kindergarten screening instrument is appropriate for the cultural and linguistic groups being screened
14. Results of screening are shared with parents in their dominant language

15. Cultural and linguistic factors are considered when attempting to modify student's regular program prior to referral and full use is made of all available regular education programs e.g. Title I, bilingual education, workstudy, remedial reading, and math, etc.

16. -----

17. -----

TEAM Evaluation

18. Each full evaluation TEAM for a limited English speaking child includes at least one person fluent in primary language of parent
19. Each intermediate evaluation TEAM for a limited English speaking child includes at least one person fluent in primary language of the parent
20. For a limited English speaking child, assessments of language dominance and proficiency are completed prior to any other testing

All persons conducting health and family history assessments are fluent in parent's primary language and if not available, efforts to locate fluent persons are documented and an interpreter is provided
21. -----
22. Tests selected for cultural/linguistic minority child are appropriate (see the revised Guidelines for Nondiscriminatory Assessments available through the Regional Center or the Bilingual Special Education Project)

Assessors are fluent in primary language of student
22. -----
23. -----
24. Each IEP for limited English speaking child shows dominant language of child and primary language of home on front page

Specialized materials and equipment reflects the dominant language of the child

Personnel selected by Special Education Administrator to deliver services to limited English speaking children are fluent in child's dominant language
25. Parent letter is in primary language of home or is explained by interpreter familiar with procedures
26. -----
27. -----
28. -----

29. Students 14 - 21 years of age are notified of TEAM Evaluation in their dominant language

- 30. Efforts to contact parent are in parent's primary language
- 31. IEP and parent letter are in primary language of home or they are explained by interpreter familiar with procedures
- 32. -----
- 33. -----
- 34. Annual review for a limited English speaking child must include reassessment of language proficiency
- 35. Review TEAM includes at least one person fluent in child's dominant language
-
- 36. -----
- 37. -----
- 38. -----

Services

39. Annual program plan includes provision for bilingual special education services for children who require them either in school or collaborative programs with surrounding communities
- Notices concerning input from public on annual program plan are sent to cultural organizations within community at least for those language groups for which Transitional Bilingual Education programs are available
40. All special education programs are provided to limited English speaking children in the language designated by the TEAM
- 502.2, .3, and .4 academic programs do not mix students who are dominant in different languages
41. All related services required by IEP are provided to a limited English speaking child in the language designated by the TEAM
42. -----
43. -----
44. -----
45. All specialized materials or equipment reflect language of instruction designated by the TEAM
46. -----
47. Students in bilingual special education programs have equal opportunity to participate in programs, services and activities available to children in regular education
48. -----
49. Students in bilingual 502.4 class are integrated with regular education programs in accordance with recommendations of the TEAM
50. -----
51. -----
52. -----
53. -----
54. Written progress reports are sent to parents in primary language of home or interpreter is provided where appropriate
55. -----

- 56. All contacts with parent are in primary language of the home
All meetings are in primary language of parent or an interpreter is present
- 57. At least once each year the effectiveness of each bilingual special education program is evaluated
- 58. Vocational Technical Schools provide programs for limited English speaking students with special needs
- 59. -----
- 60. -----
- 61. -----

Transportation

- 62. -----
- 63. -----
- 64. Drivers of vehicles transporting limited English speaking students with special needs know where in the school system they can find a translator when they need to communicate with the home
- 65. Attendants assigned to vehicles transporting limited English speaking students with special needs have some knowledge of children's dominant language or knowledge of where in the school system they can find a translator
- 66. -----
- 67. -----
- 68. -----

Personnel and Personnel Development

- 69. -----
- 70. -----
- 71. Comprehensive plan for special education in-service training addresses needs of bilingual regular and special education staff and includes training for all staff on the special needs and characteristics of cultural and linguistic minority children
- 72. -----

Finance

- 73. -----
- 74. -----

